

# Data Standard KY Evaluation/Eligibility Determination

## Rev. 5/1/2020

### Overview

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**Office(s)**

Office of Special Education and Early Learning

**Revision history:**

May 17, 2018

Accessibility modifications added for 2018-19 school year

May 1, 2020

- Updated links
- Added QA SPED report

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## **Data Standard KY Evaluation/Eligibility Determination**

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### **Description**

The purpose of the Special Education Data Standards document is to give Kentucky schools and districts a set of guidelines for entering data into the student information system. This document provides a series of screen shots and an explanation of the data elements required for state and federal reporting needs. Data standardization is important to ensure consistency in the data across schools in districts and across districts throughout the state.

### **Regulation citation(s)**

- [The Kentucky Administrative Regulations](#)

### **Data use**

Data are used to meet Federal Reporting Requirements under Sec. 618 of the IDEA:

- December 1 Child Count
- Special Education Exit Report
- Special Education Behavior/Safe Schools Report
- Consolidated Coordinated Early Intervening Services (CCEIS)
- Annual Determinations
- State Performance Plan/Annual Performance Report (SPP/APR)

### **Related ad-hoc filters and reports**

- KY State Reporting
  - IDEA Dec 1 Count Extract
  - Special Ed Exit Report
  - SpEd\_Evaluation\_Detail
- KY State Reporting / KDE Reports
  - Alternate Assessment Tracking Report
  - QA SPED
- Student Information / Reports
  - Caseload Summary Report
  - Testing Accommodations (KY)

### **Training**

Additional resources can be found on the [Special Education Resources for Using Infinite Campus \(IC\)](#) webpage.

### **Campus path**

Student Information / Special Ed / General / Documents

## **Section A – KY Evaluation/Eligibility Determination**

The new KY Evaluation/Eligibility Determination document is one of the lockable editor-based documents. Only the most recently locked KY Evaluation/Eligibility Determination and the most

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recently locked IEP will transfer as locked, editor-based documents. All other locked documents will transfer as PDF documents.

To create a KY Evaluation/Eligibility Determination:

1. Navigate to Student Information > Special Ed > General > Documents
2. Click the New Document Button
3. Select Create New Conference Summary/Evaluation
4. Select KY Evaluation/Eligibility Determination
5. Click the Create Document button

**Create New Document Wizard**

Please select one of the following documents:

- ☒ **Create New Conference Summary/Evaluation:**  
*Conference Summary, Referral, Consent for Evaluation, Evaluation/Eligibility Determination*
  - ☐ KY Conference Summary
  - ☐ KY Referral
  - ☐ KY Consent for Evaluation
  - ☒ KY Evaluation/Eligibility Determination
- ☐ **Create New Plan:**  
*Goals and Objectives, Services, Accommodations, Transition, and Other Information*
- ☐ **Create New Progress Report:**  
*Report measurable progress against ongoing Plan Goals*
- ☐ **Create New Simple Form:**  
*Notices, checklists, and supplemental forms*
- ☐ **Create KY Summary Report:**  
*Overview of Special Education services including service-related dates.*

**DOCUMENT SELECTED FOR CREATION:** KY Evaluation/Eligibility Determination

Create Document Cancel

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### Editor: Evaluation/Eligibility Outline

Save Print

**Evaluation/Eligibility Outline**

- Evaluation Header
- Student Demographics
- Multi-Disciplinary Report
- RR-Review of Existing Data
- RR-Review of Records
- RR-Review of Current Performance
- Eligibility Form
- Eligibility Determination

**Evaluation Header Editor**

\*ARC Eval Date [Date Picker] \*Evaluation Type [Dropdown]

Date of Consent/Denial for Services [Date Picker]

Reason for missing 60 day timeline [Dropdown]

**ARC Eval Date:** This is the date the ARC met to discuss the evaluation or reevaluation. **This field is required.**

**Select Evaluation Type:** “*Initial Evaluation*” or “*Reevaluation*”. If the student is not currently receiving special education services in Kentucky, choose “*Initial Evaluation*”. If the student is receiving special education services, choose “*Reevaluation*”, even if the student is being evaluated for a separate or different disability. **This field is required.**

**\*NOTE:** If a student transfers from out of state, the evaluation type must be “*Initial Evaluation*”. These students will be subject to the 60-day timeline for Indicator 11.

**\*NOTE:** When an additional disability category is being considered for students receiving services for Speech/Language Impairment (SLI), a reevaluation must be conducted. If the student is determined eligible in the new category, speech/language will become a related service.

**\*NOTE:** If a student transfers from out of state, the evaluation type must be “*Initial Evaluation*”. The only exception to this is if the student was previously evaluated in the same district within the same school year and no changes were made to the student’s determination in the previous state.

#### **Date of Consent/Denial for Services:**

- Date the parent signs the Consent for Special Education and Related Services Form, OR
- Date the student was found eligible but parent refused services, OR
- Date the ARC met to determine the student was not eligible.

**\*NOTE:** If a student is determined not eligible for special education services, put the date the ARC met to determine the student is not eligible. **This will pull to the SpEd\_Evaluation\_Detail report for Indicator 11.**

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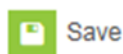
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**Reason for missing 60 day timeline:** If the Date of Consent for Initial Evaluation is greater than 60 school days from the date of the Consent for Services then a reason for missing the 60 day timeline must be selected.

Reason for missing 60 day timeline

Timeline met, but consent not signed at meeting
Availability of Evaluation Personnel
Personnel Training Issue
Excessive Student Absenteeism
Transfer Student
Parental Factors
Issues with District Tracking System
Difficulty Obtaining External Evaluation Components

**Note:** The Save button **MUST** be clicked before proceeding.



## Editor: Student Demographics

Save Print

Evaluation/Eligibility Outline			
Evaluation Header			
Student Demographics			
Multi-Disciplinary Report			
RR-Review of Existing Data			
RR-Review of Records			
RR-Review of Current Performance			
Eligibility Form			
Eligibility Determination			

**Student Demographics**

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

Refresh Student Information

Last Name	First Name	Middle Name	Suffix
Race, Ethnicity	Gender	Birthdate	
Student Address		Primary Mode of Communication of the Student	
		English	
School Name	School Phone	Student Number	Grade
Primary Disability, if currently identified			
None			

**Refresh Student Information:** Click **Refresh Student Information** to populate the fields with current information. **This is required.**

**Primary Mode of Communication of the Student:** This is the only editable field in this editor. Select the student's preferred language.

**Note:** The Save button **MUST** be clicked before proceeding.



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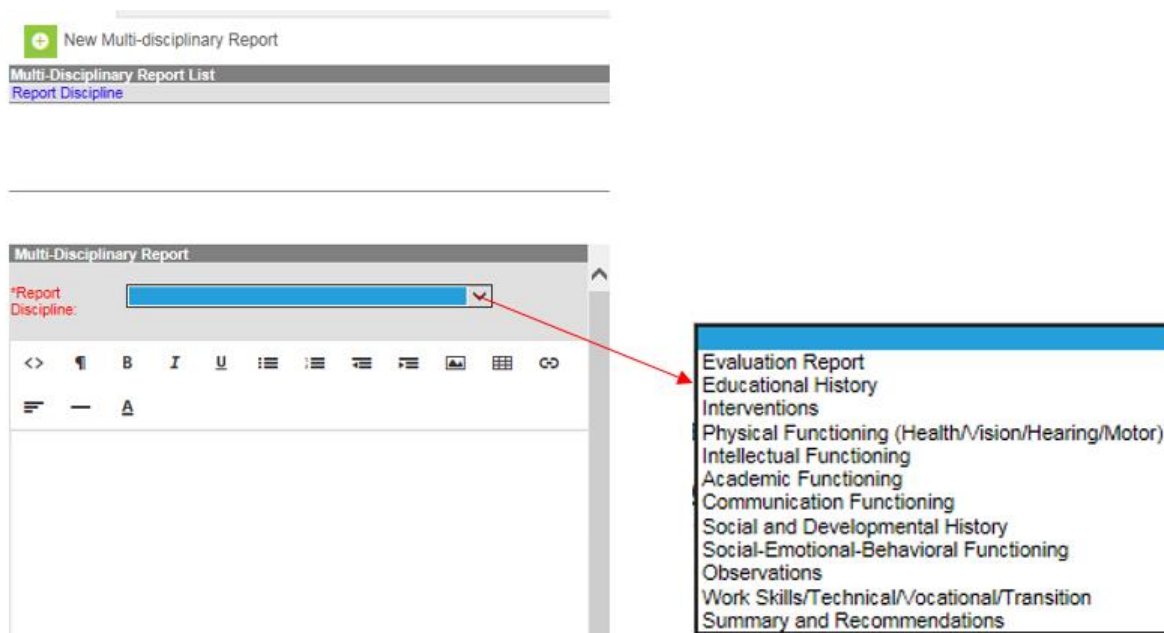
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### Editor: Multi-Disciplinary Report

Click on **New Multi-disciplinary Report**



A Note field will appear with a Report Discipline drop box. Choose the appropriate multi-disciplinary report.



**\*NOTE:** After selecting the Report Discipline, type or copy and paste the report into the field, or type “*See Uploaded Report titled ‘reportName’*” where ‘reportName’ is the name of the report. Then upload and “Associate” the report.

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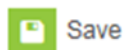
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Multi-Disciplinary Report List
Report Discipline
Evaluation Report

Multi-Disciplinary Report
<div>*Report Discipline:</div> <div><div>&lt;&gt; 🔍</div><div>☰ —</div><div><ul style="list-style-type: none"><li>Educational History</li><li>Interventions</li><li>Physical Functioning (Health/Vision/Hearing/Motor)</li><li>Intellectual Functioning</li><li>Academic Functioning</li><li>Communication Functioning</li><li>Social and Developmental History</li><li>Social-Emotional-Behavioral Functioning</li><li>Observations</li><li>Work Skills/Technical/Vocational/Transition</li><li>Summary and Recommendations</li></ul></div><div>📄 🔗</div></div>

As each section of the report is saved, it will move to the top and no longer appear in the drop-down list.

**Note:** The Save button MUST be clicked before proceeding.



### Editor: RR-Review of Existing Data

*RR refers to Record Review*

This is required only if this is a reevaluation, not an initial evaluation.

If the ARC determines additional data is not needed for a reevaluation, the ARC must document the review of existing data (include all 4):

1. Evaluations and information provided by the parents (if available)
2. Minimum of two classroom-based observations (or minimum of one for SLD only) by teachers and related services providers
3. One or more of the following:
  - Current classroom-based assessment data
  - Local assessment data
  - State assessment data
4. Current progress monitoring of IEP goals to determine whether the child's educational performance continues to be significantly and consistently below the level of similar age peers. ([707 KAR 1:300, Section 4](#))



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The screenshot shows the 'RR-Review of Existing Data' form. On the left is a navigation menu with the following items: Evaluation/Eligibility Outline, Evaluation Header, Student Demographics, Multi-Disciplinary Report, **RR-Review of Existing Data** (highlighted), RR-Review of Records, RR-Review of Current Performance, Eligibility Form, and Eligibility Determination. The main form area is titled 'RR-Review of Existing Data' and contains the following sections:

- Current Disability:** A dropdown menu with a blue bar.
- If 'Multiple Disabilities' is selected, list categories:** A text input field.
- Current Related Services:** A group of checkboxes: N/A, OT, PT, Speech, O & M, Special Transportation, and Other, Specify (with a text input field below it).
- Previous Eligibility Determinations:** A section with three columns: 'Previous Eligibility Determinations' (with a dropdown and a close button), 'ARC Dates for Eligibility Determination' (with a date picker), and 'Evaluation/Reevaluation Report in File:' (with 'Yes' and 'No' checkboxes). Below this is an 'Add New Determination' button.

### Current Disability:

Select the student's current disability.

This screenshot shows the 'Current Disability' dropdown menu. The menu is open, displaying a list of disability categories: Autism, Deaf-Blindness, Developmental Delay, Emotional-Behavioral Disability, Functional Mental Disability, Hearing Impairment, Mild Mental Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment. The 'Multiple Disabilities' option is highlighted with a blue bar.

If “*Multiple Disabilities*” is selected, also select all underlying disabilities.

This screenshot shows the 'RR-Review of Existing Data' form with 'Multiple Disabilities' selected in the 'Current Disability' dropdown. The 'If 'Multiple Disabilities' is selected, list categories:' section is active, showing a list of underlying disabilities: Visual Impairment, Autism, Emotional-Behavioral Disability, Functional Mental Disability, Hearing Impairment, Mild Mental Disability, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, and Traumatic Brain Injury. The 'Current Related Services' section is also visible, with checkboxes for N/A, Speech, and Other.

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If “*Developmental Delay*” is selected, choose the areas of current disability.

The screenshot shows a form titled "RR-Review of Existing Data". Under the heading "Current Disability:", a dropdown menu is set to "Developmental Delay". To the right, there is a text box for "If 'Multiple Disabilities' is selected, list them here:". Below the "Current Disability:" section is a section titled "List Current Disability Area(s):" which contains a list box with the following options: Cognition, Motor development, Self-help/adaptive behavior, Communication, and Social-emotional development. To the right of this list box are four checkboxes: OT, PT, O & M, and Special Trans (partially visible). Below these checkboxes is a label "Specify".

If “*Speech or Language Impairment*” is selected, choose the areas of current disability.

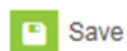
The screenshot shows the same "RR-Review of Existing Data" form. The "Current Disability:" dropdown menu is now set to "Speech or Language Impairment". The "List Current Disability Area(s):" list box contains the following options: Speech Sound Production and Use, Language, Fluency, and Voice. The checkboxes for OT, PT, O & M, and Special Trans are visible to the right.

**Current Related Services:** Select all that apply.

**Previous Eligibility Determinations:** List any previous eligibility information, along with the ARC dates for eligibility determination, and whether the evaluation/reevaluation report is in the file.

**\*NOTE:** Be specific about which existing records were reviewed.

**Note:** The Save button **MUST** be clicked before proceeding.



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### Editor: RR-Review of Records

*RR refers to Record Review*

This is required only if this is a reevaluation, not an initial evaluation.

If doing a reevaluation, click the **New Reevaluation Summary**.

The screenshot shows the top navigation bar with three buttons: 'Print', 'New Reevaluation Summary' (highlighted with a red box), and 'Continue'. Below the navigation bar is a sidebar menu on the left with the following items: 'Evaluation/Eligibility Outline', 'Evaluation Header', 'Student Demographics', 'Multi-Disciplinary Report', 'RR-Review of Existing Data', 'RR-Review of Records' (highlighted in blue), 'RR-Review of Current Performance', 'Eligibility Form', and 'Eligibility Determination'. To the right of the sidebar is a main content area titled 'RR-Review of Records List' with a sub-header 'Assessment Area' and a large empty box below it.

Select an **Assessment Area** and complete the information.

The screenshot shows the 'RR-Review of Records Editor' form. At the top, it says 'RR-Review of Records List' and 'Assessment Area'. Below this is a large empty box. The main section is titled 'RR-Review of Records Editor' and contains the following instructions: 'Directions: RR-Review of Records and RR-Review of Current Performance must be completed by the appropriate individuals prior to the ARC meeting.' Below the instructions is a dropdown menu labeled 'Assessment Area:'. Below the dropdown menu is a table with three columns. Each column has a 'Test:' field, a 'Date:' field, and a 'Scale:' field. The 'Standard Score:' field is shared between the 'Scale:' and 'Standard Score:' fields. The table has 10 rows. Below the table is a section titled 'Interpretation of Results' with a large empty box.

Test:	Date:	Scale:	Standard Score:	Test:	Date:	Scale:	Standard Score:	Test:	Date:	Scale:	Standard Score:

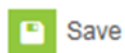
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Once an Assessment Area is chosen, it will populate in the box at the top and be removed from the drop list. Then another Assessment Area may be chosen.

The screenshot shows two parts of a software interface. The top part, titled "RR-Review of Records List", has a header "Assessment Area" and a text box containing "General Intelligence". The bottom part, titled "RR-Review of Records Editor", includes a red instruction: "Directions: RR-Review of Records and RR-Review of Current Performance must be completed by the appropriate individuals prior to the ARC meeting." Below this is a red label "Assessment Area:" next to a dropdown menu. The menu is open, showing a list of options: "Communication Status", "Academic Performance", "Health, Vision, Hearing, Motor Abilities", "Social and Emotional Status", "Transition Needs", "Functional Vision/Learning Media Assessment", and "Functional Hearing, Listening, & Communication Assessment". To the left of the dropdown is a "Test:" label with an empty input box.

**Note:** The Save button **MUST** be clicked before proceeding.



## Editor: RR-Review of Current Performance

*RR refers to Record Review*

Click the **New Evaluator Assessment** button.

The screenshot shows a software interface with a top navigation bar containing "Summary", "Team Members", "Documents", and "Contact Log". Below this bar is a row of buttons: a green "Print" button, a green button with a plus sign labeled "New Evaluator Assessment" (which is highlighted with a red rectangle), and a green "Continue" button with a right-pointing arrow. Below the buttons is a sidebar menu on the left with the following items: "Evaluation/Eligibility Outline", "Evaluation Header", "Student Demographics", "Multi-Disciplinary Report", "RR-Review of Existing Data", "RR-Review of Records", "RR-Review of Current Performance" (which is highlighted in blue), "Eligibility Form", and "Eligibility Determination". To the right of the sidebar is a main content area titled "RR-Review of Current Performance List" with a sub-header "Attached Documentation" and an empty text box below it.

Select the appropriate category from the **Documentation** drop-down box.

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Enter appropriate data and summaries for each item. **Be sure to click the Save button after each type of documentation.**

**RR-Review of Current Performance List**  
[Attached Documentation](#)

**RR-Review of Current Performance Editor**

**Directions:**

- Summarize current information about the student's academic and functional performance levels.
- At least two observations are required for all evaluations.
- Include information for applicable items listed and any other relevant information.

**Documentation:**

**Summary:**

**ARC Determined Additional Assessments:**

Each Documentation category has its own drop-down box. Select as many items as apply from these drop-downs. (See the next page for listings for each Documentation category.)

**Documentation:** Communication Status

**Communication Status:**

**Summary:**

**ARC Determined Additional Assessments:**

Please specify in the textbox provided if “*Other Specify:*” is selected.

**Communication Status:** Other Specify:

**Other, Specify:**

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**Documentation Categories:**



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<p><b>Academic Performance</b></p> <p><b>nce:</b></p> <ul style="list-style-type: none"> <li>IEP Progress Data for each Goal</li> <li>Grades (current and previous year)</li> <li>Attendance</li> <li>State Assessment Results</li> <li>District Assessment Results</li> <li>Work Sample Results</li> <li>Effective Accommodations</li> <li>Basic Skills</li> <li>On-Task Behavior</li> <li>Rate of Learning</li> <li>Work Completion</li> <li>Math Computation</li> <li>Math Reasoning</li> <li>Written Language</li> <li>Reading Decoding</li> <li>Reading Comprehension</li> <li>Universal Screening Data</li> <li>Observations</li> <li>Intervention Data</li> <li>School-Based Assessment</li> <li>Learning Styles</li> <li>Other, Specify:</li> </ul> <p><b>dditions</b></p>	<p><b>Health, Vision, Hearing, Motor Abilities</b></p> <p><b>ng, Motor</b></p> <ul style="list-style-type: none"> <li>IEP Progress Data for each Goal</li> <li>Current Health Status</li> <li>Medications and Impact</li> <li>Diagnosis</li> <li>Vision Screening</li> <li>Hearing Screening</li> <li>Vision/Hearing Difficulties</li> <li>Gross/Fine Motor Skills</li> <li>Motor Planning</li> <li>Sensory Issues</li> <li>Injuries</li> <li>Mobility</li> <li>Observations</li> <li>Other, Specify:</li> </ul> <p><b>ditional Assess</b></p>
<p><b>Social and Emotional Status</b></p> <ul style="list-style-type: none"> <li>IEP Progress Data for each Goal</li> <li>Adaptive Skills</li> <li>Attention, Hyperactivity, Impulsivity Issues</li> <li>Disciplinary Referrals</li> <li>Suspensions Bus/School</li> <li>Peer Interaction</li> <li>Adult Interaction</li> <li>Aggression</li> <li>Self-Control</li> <li>Functional Behavior Assessments</li> <li>Observations</li> <li>Social/Developmental History Update</li> <li>Other, Specify:</li> </ul> <p><b>dition</b></p>	<p><b>General Intelligence</b></p> <ul style="list-style-type: none"> <li>Aptitude</li> <li>Retention of Information (memory)</li> <li>Application of Knowledge</li> <li>Reasoning Skills</li> <li>Generalizes Knowledge</li> <li>Problem Solving Skills</li> <li>Observations</li> <li>Other, Specify:</li> </ul> <p><b>dition</b></p>
<p><b>Transition Needs</b></p> <ul style="list-style-type: none"> <li>IEP Progress Data for each Goal <i>required</i></li> <li>Individual Learning Plan (ILP)</li> <li>Transition Assessments</li> <li>Learning Styles</li> <li>Community Based Instruction</li> <li>Careers of Interest</li> <li>Work Experience</li> <li>Collaboration with Others</li> <li>Independent Living</li> <li>Home Responsibilities</li> <li>Multi-Year Course of Study <i>required</i></li> <li>Observations</li> <li>Other, Specify:</li> </ul> <p><b>dition</b></p>	<p><b>Communication Status</b></p> <p><b>tus:</b></p> <ul style="list-style-type: none"> <li>IEP Progress Data for each Goal</li> <li>Assistive Technology</li> <li>Augmentative Communication Devices</li> <li>Primary Mode of Communication</li> <li>Observations</li> <li>Other Specify:</li> </ul> <p><b>dition</b></p>

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### Editor: Eligibility Form

Click the **New Eligibility Form** button.

Print New Eligibility Form Continue

**Evaluation/Eligibility Outline**

- Evaluation Header
- Student Demographics
- Multi-Disciplinary Report
- RR-Review of Existing Data
- RR-Review of Records
- RR-Review of Current Performance
- Eligibility Form**
- Eligibility Determination

**Eligibility Form List**

Eligible Disability	Determination
---------------------	---------------

**Eligibility Form Editor**

Eligible Disability:

Determination:

**Eligible Disability:** Select the appropriate disability.

- Autism
- Deaf-Blindness
- Developmental Delay
- Emotional-Behavioral Disability
- Functional Mental Disability
- Hearing Impairment
- Mild Mental Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

**Determination:** Determine whether this is an initial determination or a re-determination. When a disability is selected, the corresponding eligibility form will appear for data entry. Each disability form is shown on the following pages.

**\*NOTE:** If the student is being evaluated for a new or different category, this will be an initial determination, even if it was a re-evaluation for special education in general.

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**\*NOTE:** For Multiple Disabilities, complete a form for Multiple Disabilities as well as a form for each of the underlying disabilities.

In addition to the information for the specific disability, be sure to include the following information at the bottom of each form:

- **Supporting Documentation:** Enter all supporting documentation. Use multiple data sources.
- **The ARC used the interpretation of the evaluation data documented above to determine the eligibility criteria:** Select the appropriate checkbox. If any previous items were determined Insufficient, select “Evaluation Data was insufficient to determine eligibility...” and list remaining data to be collected.
- **The ARC will reconvene by:** Enter the date the ARC will reconvene, if applicable.

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### Provide supporting documentation that demonstrates the ARC:

- Used multiple sources to triangulate the data and substantiate the existence of the disability; and
- Confirmed the progress of the student is impeded by the disability to the extent the student's educational performance is significantly and consistently below the level of similar age peers.

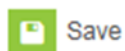
Supporting Documentation:

### The ARC used the interpretation of the evaluation data documented above to determine:

- ☐ The student meets the eligibility criteria for autism, which adversely impacts his/her education, and is eligible for specially designed instruction and related services.
- ☐ The student does not meet the eligibility criteria for autism and is not eligible for specially designed instruction and related services.
- ☐ The student has autism, but it does not adversely impact his/her education; therefore, the student is not eligible for specially designed instruction and related services.
- ☐ Evaluation data are insufficient to determine eligibility. Additional assessments and data will be obtained in the area(s) of:

The ARC will reconvene by   to review and determine eligibility.

**Note:** The Save button **MUST** be clicked before proceeding.



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### Autism

#### Autism Eligibility

The ARC determines a student to meet the eligibility criteria for **autism** and is eligible for specially designed instruction and related services when:

- |   |   |
|---|---|
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient | 1a. The student has a developmental disability, generally evident before age 3, significantly affecting verbal and nonverbal communication. |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient | 1b. The student has a developmental disability affecting social interaction.  |
| <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient | 2. The student's deficits are not primarily the result of an emotional-behavioral disability.   |
| <input type="checkbox"/> Y <input type="checkbox"/> N                                       | 3. Evaluation information confirms there is an adverse effect on educational performance.   |
| <input type="checkbox"/> Y <input type="checkbox"/> N                                       | 4. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.         |
| <input type="checkbox"/> Y <input type="checkbox"/> N                                       | 5. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.                     |

**Note:** The Save button **MUST** be clicked before proceeding.



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### Deaf-Blindness

#### Deaf-Blindness Eligibility

The ARC determines a student to have a disability of **deaf-blindness** and is eligible for specially designed instruction and related services when:

- ☐ Y ☐ N 1a. Student has a Hearing Impairment. (Attached Hearing Impairment Eligibility Form)
- ☐ Y ☐ N 1b. Student has a Visual Impairment. (Attached Visual Impairment Eligibility Form)
- ☐ Y ☐ N 2. The combination of the two impairments causes such severe communication, developmental and educational needs that the student cannot be accommodated in special education programs designed solely for students with visual impairments or hearing impairments, unless supplementary assistance is provided to address educational needs resulting from the two disabilities.
- ☐ Y ☐ N 3. Evaluation information confirms there is an adverse effect on educational performance.
- ☐ Y ☐ N 4. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.
- ☐ Y ☐ N 5. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

**Note:** The Save button **MUST** be clicked before proceeding.



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### Developmental Delay

#### Developmental Delay Eligibility

The ARC determines a student to have a **developmental delay** and is eligible for specially designed instruction and related services when:

☐ Y ☐ N 1. Student is three through eight years of age. *(Note: Eligibility for DD ends on the student's ninth birthday.)*

☐ Y ☐ N ☐ Insufficient 2. Student has not acquired skills or achieved commensurately with recognized performance expectations for his/her age in **one or more** of the developmental areas.

- ☐ cognition
- ☐ communication
- ☐ motor development
- ☐ social-emotional development
- ☐ self-help/adaptive behavior

☐ Y ☐ N ☐ Inconclusive 3a. Student demonstrates a measurable, verifiable difference between expected performance and current level of performance documented by:

- ☐ scores of two standard deviations or more below the mean in one or more of the five (listed above) developmental areas using norm-referenced instruments and procedures

OR

- ☐ scores of 1 ½ standard deviations below the mean in two or more of the five developmental areas (listed above) using norm-referenced instruments and procedures

☐ Y ☐ N ☐ NA 3b. **If 3a is marked inconclusive**, the professional judgment of the ARC verifies the existence of significant atypical quality or pattern of development.

☐ Y ☐ N 4. Evaluation information confirms there is an adverse effect on educational performance.

☐ Y ☐ N 5. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

**Note:** The Save button **MUST** be clicked before proceeding.



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### Emotional Behavioral Disability

#### Emotional-Behavioral Disability Eligibility

The ARC determines a student to have an **emotional-behavioral disability** and is eligible for specially designed instruction and related services when:

- ☐ Y ☐ N ☐ Insufficient
1. When provided with interventions to meet instructional and social-emotional needs, the student continues to exhibit **one or more** of the following, when compared to the student's peer and cultural reference groups, across settings, over a long period of time and to a marked degree:
- ☐ Severe deficits exist in social competence or appropriate behavior which causes an inability to build or maintain satisfactory interpersonal relationships with adults or peers.
  - ☐ Severe deficits exist in academic performance which are not commensurate with the student's ability level and are not solely a result of intellectual, sensory, or other health factors but are related to the student's social-emotional problems.
  - ☐ The student exhibits a general pervasive mood of unhappiness or depression.
  - ☐ The student exhibits a tendency to develop physical symptoms or fears associated with personal or school problems.
- ☐ Y ☐ N ☐ Insufficient
2. The severe deficit in social competence, appropriate behavior and academic performance is not the result of isolated inappropriate behaviors that are the result of willful, intentional or wanton actions.
- ☐ Y ☐ N
3. Evaluation information confirms there is an adverse effect on educational performance.
- ☐ Y ☐ N
4. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.
- ☐ Y ☐ N
5. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.



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**Note:** The Save button **MUST** be clicked before proceeding.



Save

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### Functional Mental Disability

#### Functional Mental Disability Eligibility

The ARC determines a student to have a **functional mental disability** and is eligible for specially designed instruction and related services when:

- ☐ Y ☐ N 1a. Cognitive functioning is at least three standard deviations below the mean.
- ☐ Y ☐ N 1b. Adaptive behavior is at least three standard deviations below the mean.
- ☐ Y ☐ N ☐ Insufficient 1c. A severe deficit exists in overall academic performance including acquisition, retention and application of knowledge.
- ☐ Y ☐ N 1d. Manifestation is typically during the developmental period.
- ☐ Y ☐ N 2. Evaluation information confirms there is an adverse effect on educational performance.
- ☐ Y ☐ N 3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.
- ☐ Y ☐ N 4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

**Note:** The Save button **MUST** be clicked before proceeding.



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### Hearing Impairment

#### Hearing Impairment Eligibility

The ARC determines a student to have a **hearing impairment** and is eligible for specially designed instruction and related services when:

- ☐ Y ☐ N 1. Whether permanent or fluctuating, the student has a hearing loss that meets **one or more** of the criteria below:
- ☐ 1a. average pure-tone hearing loss in the speech range (500Hz, 1000Hz and 2000Hz) of at least 25dB in the better ear
  - ☐ 1b. average pure-tone hearing loss in the high-frequency range (2000Hz, 4000Hz and 6000Hz) of at least 45dB in the better ear
  - ☐ 1c. average pure-tone unilateral hearing loss in the speech range (500Hz, 1000Hz and 2000Hz) of at least 60dB in the impaired ear
- ☐ Y ☐ N ☐ Insufficient 2. The hearing loss results in difficulty in identifying linguistic information through hearing.
- ☐ Y ☐ N 3. Evaluation information confirms there is an adverse effect on educational performance.
- ☐ Y ☐ N 4. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.
- ☐ Y ☐ N 5. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

**Note:** The Save button **MUST** be clicked before proceeding.



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### Mild Mental Disability

#### Mild Mental Disability Eligibility

The ARC determines a student to have a ***mild mental disability*** and is eligible for specially designed instruction and related services when:

- ☐ Y ☐ N 1a. Cognitive functioning is at least two standard deviations, but not more than three standard deviations below the mean.
- ☐ Y ☐ N 1b. Adaptive behavior is at least two standard deviations below the mean.
- ☐ Y ☐ N 1c. Severe deficit exists in overall academic performance including acquisition, retention and application of knowledge.
- ☐ Y ☐ N 1d. Manifestation is typically during the developmental period.
- ☐ Y ☐ N 2. Evaluation information confirms there is an adverse effect on educational performance.
- ☐ Y ☐ N 3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.
- ☐ Y ☐ N 4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

**Note:** The Save button **MUST** be clicked before proceeding.



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### Multiple Disabilities

**\*NOTE:** For Multiple Disabilities, complete a form for Multiple Disabilities as well as a form for each of the underlying disabilities.

Multiple Disabilities Eligibility	
The ARC determines a student to have <b>multiple disabilities</b> and is eligible for specially designed instruction and related services when:	
<input type="checkbox"/> Y <input type="checkbox"/> N	1a. The student has a combination of two or more of the following disabilities:
	<input type="checkbox"/> autism
	<input type="checkbox"/> deaf-blindness
	<input type="checkbox"/> emotional-behavioral disability
	<input type="checkbox"/> functional mental disability
	<input type="checkbox"/> hearing impairment
	<input type="checkbox"/> mild mental disability
	<input type="checkbox"/> orthopedic impairment
	<input type="checkbox"/> other health impaired
	<input type="checkbox"/> specific learning disability
	<input type="checkbox"/> traumatic brain injury
	<input type="checkbox"/> visual impairment
<input type="checkbox"/> Y <input type="checkbox"/> N	1b. The student's disability is not solely a combination of deafness and blindness.
<input type="checkbox"/> Y <input type="checkbox"/> N	1c. The student's disability is not a combination of speech or language impairment and one other disabling condition.
<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Insufficient	1d. The combination of these disabilities causes such severe educational needs that they cannot be accommodated through special education programs solely for one impairment.
<input type="checkbox"/> Y <input type="checkbox"/> N	2. Evaluation information confirms there is an adverse effect on educational performance.
<input type="checkbox"/> Y <input type="checkbox"/> N	3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.
<input type="checkbox"/> Y <input type="checkbox"/> N	4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

**Note:** The Save button **MUST** be clicked before proceeding.

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### Orthopedic Impairment

#### Orthopedic Impairment Eligibility

The ARC determines a student to have an ***orthopedic impairment*** and is eligible for specially designed instruction and related services when:

- ☐ Y ☐ N 1. A severe orthopedic impairment exists and is caused by one or more of the following:
- ☐ 1a. congenital anomaly such as clubfoot or absence of some member
  - ☐ 1b. disease such as poliomyelitis or bone tuberculosis
  - ☐ 1c. other causes such as cerebral palsy, amputations, fractures or burns that cause contractures
- ☐ Y ☐ N 2. Evaluation information confirms there is an adverse effect on educational performance.
- ☐ Y ☐ N 3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.
- ☐ Y ☐ N 4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

**Note:** The Save button **MUST** be clicked before proceeding.





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### Other Health Impairment

#### Other Health Impairment Eligibility

The ARC determines a student to have an **other health impairment** and is eligible for specially designed instruction and related services when:

☐ Y ☐ N 1a.

The existence of a health impairment caused by chronic or acute health problems such as acquired immune deficiency syndrome, asthma, attention deficit disorder, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, Tourette's syndrome or tuberculosis.

The other health impairment is (specify):

☐ Y ☐ N 1b. Due to the chronic or acute health problem, the student has limited:

☐ strength

☐ vitality

☐ alertness (including heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment)

☐ Y ☐ N 2. Evaluation information confirms there is an adverse effect on educational performance.

☐ Y ☐ N 3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

☐ Y ☐ N 4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

**Note:** The Save button **MUST** be clicked before proceeding.



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### Specific Learning Disability

#### Specific Learning Disability Eligibility

The ARC determines a student to have a **specific learning disability** and is eligible for specially designed instruction and related services when.

- ☐ Y ☐ N ☐ Insufficient 1. The student is provided with learning experiences and instruction appropriate for the student's age or state-approved grade level standards.

- ☐ Y ☐ N 2. ☐ Method A: Severe Discrepancy

The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to ability level or intellectual development. **NOTE:** The ARC **must** use the SLD Reference Tables when choosing this method.

OR

- ☐ Method B: Response to Intervention

The student fails to achieve a rate of learning to make sufficient progress to meet grade level standards aligned with the Kentucky Academic Standards (KAS) in one or more of the areas identified below when assessed using a response to scientific, research-based intervention process.

- ☐ Y ☐ N ☐ Insufficient 3. The student does not achieve adequately, as indicated on multiple data sources, for the student's age or grade level standards aligned with the KAS in one or more of the following areas:

- ☐ oral expression
- ☐ listening comprehension
- ☐ written expression
- ☐ basic reading skills
- ☐ reading fluency skills
- ☐ reading comprehension
- ☐ mathematics calculation
- ☐ mathematics reasoning

- ☐ Y ☐ N ☐ Insufficient 4. The deficits in achievement are **not** primarily the result of any of the following:

- visual, hearing, or motor impairment
- mental disability
- emotional-behavioral disability
- cultural factors
- environmental or economic disadvantage
- limited English proficiency



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### Specific Learning Disability (continued)

☐ Y ☐ N 5. Evaluation information confirms there is an adverse effect on educational performance.

☐ Y ☐ N 6. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

7a. The following relevant behavior was noted during the observations of the student:

7b. What is the ARC's interpretation of the relationship of the observed behavior (7a) to the student's educational functioning?

8. Educationally relevant medical findings, if any:

9. Document the instructional **strategies** implemented and the student-centered data collected based on the student's response to scientific, research-based intervention.

10a. The student's parents have been notified of the policies regarding:

- ☐ amount and nature of the student performance data that is collected and the general education services that are provided
- ☐ strategies for increasing the student's rate of learning
- ☐ parent's right to request an evaluation

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10b. Describe how the information above was provided to the parent.

### Specific Learning Disability (continued)

Following the Supporting Documentation, Data, and Reconvene Date is a section for each of the ARC members to agree or disagree for the student to have this eligibility.

Admission and Release Committee Members				
All ARC members shall certify with their signature below whether the report reflects each member's conclusion. A member who disagrees shall submit a separate statement explaining the member's conclusion. Each differing conclusion <i>must</i> be attached (associated in Infinite Campus) to the Eligibility Determination Form and Written Report.				
	Name	Role	Agree	Disagree
X	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="button" value="Add New Attendee"/>				

**\*NOTE:** This is necessary only for Specific Learning Disability determination.

**Note:** The Save button **MUST** be clicked before proceeding.



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### Speech or Language Impairment

#### Speech or Language Impairment Eligibility

*This form documents the student's eligibility for SLI as a **disability category only**. This form is **not** required for speech or language as a related service.*

The ARC determines a student to have a **speech or language impairment** and is eligible for specially designed instruction and related services when:

- ☐ Y ☐ N 1. Communication disorder in one or more of the following:
- ☐ absence of language
  - ☐ delayed acquisition of language
  - ☐ impaired articulation
  - ☐ language impairment
  - ☐ stuttering
  - ☐ voice impairment
- ☐ Y ☐ N 2. Evaluation information confirms there is an adverse effect on educational performance.
- ☐ Y ☐ N 3. Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.
- ☐ Y ☐ N 4. Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

**Note:** The Save button **MUST** be clicked before proceeding.



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### Traumatic Brain Injury

#### Traumatic Brain Injury Eligibility

The ARC determines a student to have a **traumatic brain injury** and is eligible for specially designed instruction and related services when:

- ☐ Y ☐ N 1. Evaluation information collected across multiple settings verifies an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairments or both. This is **not** a congenital, degenerative, or brain injury induced by birth trauma. Traumatic brain injury is evidenced by information that indicates an open or closed head injury resulted in an impairment in **one or more** of the following areas:
- ☐ cognition
  - ☐ judgement
  - ☐ language
  - ☐ problem-solving
  - ☐ memory
  - ☐ sensory, perceptual and motor abilities
  - ☐ attention
  - ☐ reasoning
  - ☐ psychosocial behavior
  - ☐ physical functions
  - ☐ abstract thinking
  - ☐ information processing
  - ☐ speech

☐ Y ☐ N 1b. The extent of the brain injury is:

☐ Y ☐ N 2 Evaluation information confirms there is an adverse effect on educational performance.

☐ Y ☐ N 3 Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

☐ Y ☐ N 4 Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

**Note:** The Save button **MUST** be clicked before proceeding.

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Save

### Visual Impairment

#### Visual Impairment Eligibility

The ARC determines a student to have a **visual impairment** and is eligible for specially designed instruction and related services when:

- ☐ Y ☐ N 1. ☐ The visual acuity, even with prescribed lenses, is 20/70 or worse in the better eye.

OR

- ☐ The visual acuity is better than 20/70 and the student has any of the following conditions:

- ☐ medically-diagnosed progressive loss of vision
- ☐ visual field of twenty (20) degrees or worse
- ☐ medically-diagnosed condition of cortical blindness
- ☐ functional loss of vision

- ☐ Y ☐ N 2. The student requires specialized materials and instruction in any of the following:

- ☐ orientation and mobility
- ☐ Braille
- ☐ visual efficiency
- ☐ tactile exploration

- ☐ Y ☐ N 3 Evaluation information confirms there is an adverse effect on educational performance.

- ☐ Y ☐ N 4 Evaluation information confirms lack of instruction in reading and math is not a determinant factor in the eligibility decision.

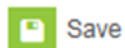
- ☐ Y ☐ N 5 Evaluation information confirms limited English proficiency is not a determinant factor in the eligibility decision.

**Note:** The Save button **MUST** be clicked before proceeding.



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Save

### Editor: Eligibility Determination

**Date of Eligibility Determination:** Enter month, day and year of the most recent date that eligibility for services was determined by the ARC. **This field is required.**

**Primary Disability:** The Primary Disability will auto-populate with the most recent Primary Disability. If a new eligibility determination was made, select the appropriate disability category for the student. **OR** if the student is determined not eligible for services, check this box:

*If Multiple Disabilities is selected as the Primary Disability, then at least two Underlying Disabilities must be selected. Likewise, if Multiple Disabilities is NOT selected as the Primary Disability, then do not select any Underlying Disabilities.*

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**\*NOTE:** Once this KY Evaluation is saved and **LOCKED**, the **Primary Disability** and **Eligibility Determination Date** will populate to the following documents:

- KY IEP
- Private School Service Plan

**\*NOTE:** The **Primary Disability** and **Eligibility Determination Date** will populate the **IDEA December 1 Child Count**.

**Note:** The Save button **MUST** be clicked before proceeding.



Once the KY Evaluation is completed, select the Documents tab.  
Select the KY Evaluation document and then select the Lock/Unlock to lock it.

